

TE982: Examining Critical Race Theory in Education
Mondays, 3:00pm – 6:00pm
133D Erickson Hall, Fall 2008

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NOTE: This syllabus is a draft and is subject to changes.

Course Description:

This course will allow students to explore Critical Race Theory as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in P-20 education. Key foci of this seminar are to help students understand CRT as a theoretical framework, examine its utility and limitations, and consider its application to students' own research and practice.

We will begin by exploring the historical development of CRT from Critical Legal Studies (CLS) and move through its contemporary nuances. In addition, we will work to expose the ideological construction of race and education in the U.S. As such, we will also work through the oppressive nature of education and boldly confront notions of colorblindness. Throughout this course, we will grapple with the challenges surrounding the inclusion of multiple voices and perspectives in the complex intersections among race, gender, class, and sexual orientation. Other intersecting analytical frameworks discussed include TribalCrit Theory, LatCrit Theory, Critical White Studies, AsianCrit, QueerCrit, and Critical Race Feminism.

Specifically, we will critique the strengths and limitations of CRT as theoretical framework for addressing educational inequalities. As to be expected there is a substantial amount of reading assigned in this course. To successfully accomplish and engage with the readings, you will need to manage your time wisely.

Student Responsibilities:

In addition to completing the readings and assignments for the course, you are expected to fully engage in the learning experience throughout the quarter. As a seminar, this course will consist of presentations, guest speakers, and critical discussions. Therefore, students will need to draw upon active listening skills, make a strong effort to critically self-reflect, and locate their voices to engage in dialogue with their colleagues.

Course Objectives:

1. We will explore how racial inequities are produced, reproduced, and maintained within social institutions of education.
2. We will strive to create affirming spaces for counter discourses that refute ideological constructions of “truth” and “reality.”
3. We will work to understand and value the similarities and differences among the experiences of people with different racial backgrounds in P-20 education.

4. We will use CRT to inform our personal, social, political, and intellectual experiences as racial beings.
5. We will engage in CRT with the end goals of heightened social consciousness and social transformation.

Required Text:

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York: New York University Press.

Course Evaluation

Grades will be determined as follows:

Attendance and Participation	15%
Briefs	15%
Annotated Bibliography	10%
CRT Political Autobiography	25%
Research Paper	25%
Research Presentation	10%

Attendance and Class Participation:

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. Your presence is important, and missing class sessions will be reflected in your final grade. As a member of this class, you are responsible for the learning that takes place during each class meeting. Meaningful class discussion is a crucial part of the learning experience for students and the professor; therefore, you are expected to complete all assigned readings and course tasks prior to the class meeting. Your participation in class will be evaluated based on your contribution to other students' learning, clarity of your contribution, demonstrated knowledge of course content, and your willingness to assume responsibility for making the discussion work in our learning community.

For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.

COURSE ASSIGNMENTS

Briefs:

Students are expected to write seven (7) single-spaced, 1-2 page briefs during the course. In each brief, students should make reflective and analytical responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. Briefs SHOULD NOT summarize the readings. Overarching guiding questions will be provided to help you get started.

Your briefs will help the professor prepare for class discussions. **Briefs should be uploaded to the appropriate ANGEL Discussion Forum no later than 6:00pm on Sunday evening prior to Monday's class** so that the professor and your classmates have ample time to respond to each brief. I will not assign weeks for you to write your brief. You have the option of choosing which seven weeks you will submit briefs. However, don't get yourself caught in a trap of having to do all seven consecutively at the end of the semester. Pace yourself.

Annotated Bibliography – due September 22nd

The purpose of this assignment is to allow you the opportunity to engage with your final topic early on in the semester. Each student will complete a 10-entry annotated bibliography of scholarly texts accompanied by an abstract in conference format related to your research paper. More details to follow.

CRT Political Autobiography – draft due October 20th; final copy due November 10th

As a leader within the field of education, it will be necessary and beneficial for you to continuously assess your personal development, confront your weaknesses, and acknowledge your strengths. The purpose of this assignment is to grant each of you the opportunity to personally, politically, and intellectually reflect on the content of this course and your experiences (or lack of experiences) as a racialized being. As such you will be expected to maintain a continuous narrative reflecting upon your personal journey through our course. In your entries (weekly, we advise), we expect that you will utilize course readings, discussions, presentations, etc...to reflect. Within your reflections, please consider addressing areas of personal resistance, new knowledge/perspectives, change, and/or insights. To inspire your thoughts, please consider questions such as:

1. How have my educational experiences been racialized?
2. How have my life experiences contributed to my understanding of myself and others as racialized beings?
3. What significant life experiences have I had that have contributed to my perceptions of racial, gender, sexual orientation, class, etc. identities in education?

While it is required for you to explore your racial identity given the nature of our course, please incorporate additional aspects of your identity as well. This essay is intended to be an approximately 12-15 page reflection in which you process through your thoughts and experiences relying upon APA Format to reference our course readings.

Final Research Paper – due November 24th ; Paper Outline due October 27th

Each student will submit a 20-25-page paper focused upon an area of interest pertaining to CRT and education. The main objective of this assignment is to create an original research project utilizing CRT as a guiding framework. It is expected that each final paper will:

- Critique an area (i.e. teachers, students, administration, curriculum, pedagogy, structure, policy, etc...) of education using CRT.
- Use CRT to address an educational inequality or dilemma.
- Demonstrate a clear understanding of CRT as a theoretical and methodological framework.
- Highlight the implications of your analysis for education and future possibilities for further inquiry.

Research Presentation – Final Exam Session

During the final exam session, students will have an opportunity to share their research topic with the class. Your presentation should include an overview of your topic and a general sense of the key findings and implications of your research paper. It should also evidence how your work intersects with the issues that are central to this course. More details to follow.

Late Assignments:

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

Writing Guidelines:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

Academic Honesty:

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student*

Handbook and Resource Guide. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

Special Accommodations:

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: rcpd@msu.edu; web: <http://www.rcpd.msu.edu>).

NOTE: The course outline is subject to change depending on the needs of students and direction of the course.

Week 1 – August 25: History and Foundations of CRT

Required Readings: (Required in preparation for first class)

- Bell, D. A. (1990). After we're gone: Prudent speculations on America in a post-racial epoch. In R. Delgado and J. Stefancic (Eds.). (2000), *Critical race theory: The cutting edge, 2nd edition* (pp. 2-8). Philadelphia: Temple University Press.
- Delgado, R., & Stefancic, J. (Eds.). (2000). Introduction. *Critical race theory: The cutting edge, 2nd edition* (pp. xv-xix). Philadelphia: Temple University Press.
- Delgado, R., & Stefancic, J. (eds.). (2001). Introduction (Chapter 1), Hallmark critical race theory themes (Chapter 2). *Critical race theory: An introduction* (pp. 1-33). New York: New York University Press.
- Harris, A. (2001). Foreword. In R. Delgado and J. Stefancic (eds.), *Critical race theory: An introduction* (pp. xvii-xxi). New York: New York University Press.
- Olivas, M. A. (1990). The chronicles, my grandfather's stories, and immigration law: the slave traders chronicle as racial history. In R. Delgado and J. Stefancic (Eds.). (2000), *Critical race theory: The cutting edge, 2nd edition* (pp. 9-17). Philadelphia: Temple University Press.

Recommended Readings:

- West, C. (1995). Forward. In K. Crenshaw, N. Gotanda, G. Peller, & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement* (pp.xi-xii). New York: The New Press.

Week 2 – September 1: CRT in a “Colorblind” Society

NO CLASS MEETING THIS DAY – LABOR DAY HOLIDAY

Required Readings:

- Bonilla-Silva, E. (2003). *Racism without racists: Color-Blind racism and the persistence of racial inequality in the United States* (Chapters 2, 3, 8). Maryland: Rowan & Littlefield Publisher, Inc.

Gotanda, N. (2000). A critique of “Our Constitution is colorblind”. In R. Delgado & J. Stefancic (Eds.), *Critical Race Theory: The cutting edge, 2nd edition* (pp. 35-38). Philadelphia, PA: Temple University Press.

Week 3 – September 8: History and Foundations of CRT in Education

Required Readings:

- Dixson, A. D., & Rousseau, C. K. (2005). And we still are not saved: Critical race theory in education ten years later. *Race Ethnicity and Education, 8*(1), 7-27.
- Ladson-Billings, G. (1999). Just what is critical race theory and what’s it doing in a *nice* field like education? In L. Parker, D. Deyhle, and S. Villenas (Eds.), *Race is . . . race isn’t: Critical race theory and qualitative studies in education* (pp. 7-27). Boulder: Westview Press.
- Ladson-Billings, G., & Tate, W. (1995). Toward a critical race theory of education. *Teachers College Record, 97*(1), 47-67.
- Lynn, M., & Parker, L. (2006). Critical race studies in education: Examining a decade of research on U.S. Schools. *The Urban Review, 38*(4), 257-290.

Recommended Readings:

- DeCuir, J. T., & Dixson, A. D. (2004). “So when it comes out, they aren’t that surprised that it is there”: Using Critical Race Theory as a tool of analysis of race and racism in education. *Educational Researcher, 26-31*.
- Tate, W. F. (1997). Critical Race Theory and education: History, theory, and implications. In M. W. Apple & D. Cooper (Eds.), *Review of Research in Higher Education, 22* (pp.195-247). Washington: American Educational Research Association

Week 4 – September 15: CRT and Educational Policies

Required Readings:

- Bell, D. A. (1980). *Brown v. Board of Education* and the interest-convergence dilemma. *Harvard Law Review, 93*(3), 518-533.
- Chapman, T. K. (2008). Desegregation and multicultural education: Teachers embracing and manipulating reforms. *Urban Review, 40*, 42-63.
- Gillborn, D. (2005). Educational policy as an act of white supremacy: Whiteness, Critical Race Theory and education reform. *Journal of Educational Policy, 20*(4), 485-505.
- Iverson, S. V. (2007). Camouflaging power and privilege: A critical race analysis of university diversity policies. *Education Administration Quarterly, 43*(5), 586-611.
- Lopez, G. R. (2003). The (racially neutral) politics of education: A Critical Race Theory perspective. *Educational Administrative Quarterly, 39*(1), 68-94.
- Revilla, A. T., & Asato, J. (2002). The implementation of Proposition 227 in California schools: A critical analysis of the effect on teacher beliefs and classroom practices. *Equity & Excellence in Education, 35*(2), 108-118.
- Taylor, E. (2000). Critical Race Theory and interest convergence in the backlash against Affirmative Action: Washington State and Initiative 200. *Teachers College Record, 102*(3), 539-560.
- Urrieta, L. (2006). Community identity discourse and the heritage academy: colorblind

educational policy and white supremacy. *International Journal of Qualitative Studies in Education*, 19(4), 455-476.

Yosso, T. J., Parker, L., Solorzano, D.G., & Lynn, M. (2004). From Jim Crow to Affirmative Action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education*, 28, 1-25.

Recommended Readings:

Gillborn, D. (2006). Critical Race Theory and education: Racism and anti-racism in educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education*, 27(1), 11-32.

Romero, V. C. (2003). Critical Race Theory in three acts: Racial Profiling, Affirmative Action, and the diversity visa lottery. *Albany Law Review*, 66, 376-386.

Solorzano, D., & Yosso, T. J. (2002). A Critical Race Theory counterstory of race, racism, and Affirmative Action. *Equity & Excellence in Education*, 35(2), 155-168.

Week 5 – September 22nd: The Branches of Critical Race Theory: LatCrit, AsianCrit, and TribalCrit

Guest Videoconference Lecture

Dr. Sandy Grande, Associate Professor, Connecticut College

http://www.conncoll.edu/academics/web_profiles/grande.html

Required Readings:

Brayboy, B. M. J. (2005). Toward a Tribal Critical Race Theory in education. *The Urban Review*, 37(5), 425-446.

Delgado & Stefancic, pp. 81-86.

Espinoza, L., & Harris, A. (1997). Afterword: Embracing the tar-baby—LatCrit Theory and the sticky mess of race. *California Law Review*, 85, 1585-1645.

Gonzalez, J. C., & Portillos, E. L. (2007). The undereducation and overcriminalization of U.S. Latinas/os: A post-Los Angeles riots LatCrit analysis. *Educational Studies*, 42(3), 247-266.

Grande, S. (2004). "Introduction," "Whitestream feminism and the colonialist project: Toward a theory of *Indigenista*," and "Better Red than dead: toward a Nation-Peoples and a Peoples Nation" (Intro, Ch. 5, Ch. 6), In *Red Pedagogy: Native American social and political thought*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Wing, A. K. (1999). USA 2050: Identity, Critical Race Theory, and the Asian century. *Michigan Law Review*, 99, 1390-1408.

Recommended Readings:

Calderon, D. (2006). Review: *Red Pedagogy: Native American social and political thought* by Sandy Grande. *InterActions: UCLA Journal of Education and Information Studies*, 2(1), Article 9.

Chang, R. S. (1993). Toward an Asian American legal scholarship: Critical Race Theory, post-structuralism, and narrative space. *California Law Review*, 81(5), 1243-1323.

Lintner, T. (2004). The savage and the slave: Critical Race Theory, racial stereotyping, and the teaching of American history. *Journal of Social Studies Research*, 28(1), 27-32.

Week 6 – September 29th: The Branches of Critical Race Theory: Critical Race Feminism and Queer-Crit

Required Readings:

- Boris, E. (1994). Gender, race, and rights: Listening to Critical Race Theory. *Journal of Women's History*, 6(2), 111-124.
- Carbado, D. W. (2002). Straight out of the closet: Race, gender, and sexual orientation. In F. Valdes, J. McCristal Culp, & A. P. Harris (Eds.), *Crossroads, directions, and a new critical race theory*. (pp.221-242). Philadelphia, PA: Temple University Press.
- Delgado & Stefancic, Chapter 4**
- Hutchinson, D. L. (1997). Out yet unseen: A racial critique of Gay and Lesbian legal theory and political discourse. In R. Delgado & J, Stefancic (Eds.). (2000). *Critical Race Theory: The cutting edge*, 2nd ed. (pp. 325-333). Philadelphia, PA: Temple University Press.
- Montoya, M. E. (1994). *Mascaras, Trenzas, y Grenas*: Un/masking the self while un/braiding Latina stories and legal discourse. In R. Delgado & J, Stefancic (Eds.). (2000). *Critical Race Theory: The cutting edge*, 2nd ed. (pp. 514-524). Philadelphia, PA: Temple University Press.
- Pinar, W. F. (2003). "I am a man": The queer politics of race. *Critical Methodologies*, 3(3), 271-286.
- Wing, A. K. (2003). Introduction. In A. K. Wing (Ed.), In *Critical race feminism: A reader*, 2nd edition (pp.1-19). New York: New York University Press.

Recommended Readings:

- Ferri, B. A., & Connor, D. J. (2005). Tools of exclusion: Race, disability, and (re)segregated education. *Teachers College Record*, 107(3), 453-474.
- Few, A. L. (2007). Integrating Black consciousness and Critical Race Feminism into family studies research. *Journal of Family Issues*, 28(4), 452-473.
- Howard-Hamilton, M. F. (2003). Theoretical frameworks for African American women. *New Directions for Student Services*, 104, 19-27.
- Ortiz, V., & Elrod, J. (2002). Construction project: Color me queer + color me family = Cam i l o's story. In F. Valdes, J. M. Culp, & A. P. Harris (Eds.), *Crossroads, directions, and a new critical race theory*. (pp.258-273). Philadelphia, PA: Temple University Press.

Week 7 – October 6th: CRT and Critical Pedagogy

- Allen, R. L. (2004). Whiteness and critical pedagogy. *Educational Philosophy and Theory*, 36(2), 121-136.
- Parker, L., & Stovall, D. O. (2004). Actions following words: Critical race theory connects to critical pedagogy. *Educational Philosophy and Theory*, 36(2), 167-182.
- Sleeter, C. E., & Delgado, Bernal, E. (2003). Critical pedagogy, critical race theory, and antiracist education. In J. A. Banks & C. A. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed.). San Francisco: Jossey Bass.
- Trainor, J. S. (2002). Critical pedagogy's "other": Constructions of Whiteness in education for social change. *CCC*, 53(4), 631-650.

Week 8 – October 13th: CRT, Whiteness, and Critical White Studies**Required Readings:**

- Bergerson, A. A. (2003). Critical race theory and white racism: Is there room for white scholars in fighting racism in education? *Qualitative Studies in Education*, 16(1), 51-63.
- Bonilla-Silva, E. (2003). "New racism," color-blind racism, and the future of whiteness in America. In A. W. Doane, & E. Bonilla-Silva (Eds.), *White out: The continuing significance of racism* (pp. 271-284). New York: Routledge.
- Delgado & Stefancic**, pp. 67-80.
- Doane, W. (2003). Rethinking Whiteness studies. In A. W. Doane, & E. Bonilla-Silva (Eds.), *White out: The continuing significance of racism* (pp. 3-18). New York: Routledge.
- Harris, C. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement* (pp. 276-291). New York: The New Press.
- Leonardo, Z. (2004). The color of supremacy: Beyond the discourse of white privilege. *Educational Philosophy & Theory*, 36(2), 137-153.
- Lewis, A. E. (2004). "What group?" Studying Whites and Whiteness in the era of "color-blindness." *Sociological Theory*, 22(4), 623-646.
- Lopez, I. F. H. (1996). White by law. In K. Crenshaw, N. Gotanda, G. Peller, & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement*. (pp.626-633). New York: The New Press.

Recommended Readings:

- Haviland, V. S. (2008). "Things get glossed over": Rearticulating the silencing power of Whiteness in education. *Journal of Teacher Education*, 59(1), 40-54.
- Nebeker, K. C. (1998). Critical Race Theory: A white graduate student's struggle with this growing area of scholarship. *International Journal of Qualitative Studies in Education*, 11(1), 25-41.
- Rogers, R., & Mosley, M. (2008). Racial literacy in a second-grade classroom: Critical race theory, whiteness studies, and literacy research. *Reading Research Quarterly*, 41(4), 462-495.
- Scheurich, J. J., & Young, M. D. (1997). White racism among White faculty: From critical understanding to anti-racist activism. In W. A. Smith, P. G. Altbach, & K. Lomotey (Eds.), *The racial crisis in American higher education: Continuing challenges for the twenty-first century*, (2nd Ed) (pp.221-242). Albany: State University of New York Press.

Week 9 – October 20th: Critical Race Epistemology and Methodology

- Bernal, D. D. (2002). Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry*, 8(1), 105-126.
- Delgado & Stefancic**, Chapter 3
- Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd Edition (pp. 257-277). Thousand Oaks, CA: Sage Publications, Inc.
- Lynn, M., Yosso, T. J., Solorzano, D.G., & Parker, L. (2002). Critical Race Theory and education: Qualitative research in the new millennium. *Qualitative Inquiry*, 8(1), 3-6.

- Parker, L., & Lynn, M. (2002). What's race got to do with it? Critical Race Theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8(1), 7-22.
- Solorzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-story-telling as an analytical framework for educational research. *Qualitative Inquiry*, 8(1), 23-44.
- Scheurich, J. J., & Young, M. (1997). Coloring epistemologies: Are our research epistemologies racially biased? *Educational Researcher*, 26(4), 4-16.

Recommended Readings:

- Chapman, T. K. (2005). Expressions of "voice" in portraiture. *Qualitative Inquiry*, 11(1), 27-51.
- Delgado Bernal, D. (2001). Learning and living pedagogies of the home: The Mestiza consciousness of Chicana students. *International Journal of Qualitative Studies in Education*, 14(5), 1-17.
- Delgado, R. (1989). Story-telling for oppositionalists and others: A plea for narrative. In R. Delgado & J. Stefanic (Eds.). (2000). *Critical Race Theory: The cutting edge*, 2nd ed. (pp.60-70). Philadelphia, PA: Temple University Press.
- Parker, L. (1998). Race is...race ain't: An exploration of the utility of Critical Race Theory in qualitative research in education. *International Journal of Qualitative Studies in Education*, 11(1), 7-24

Week 10 – October 27th: CRT and Students of Color: Examining K-12 Education

Guest Videoconference Lecture:

Dr. Marvin Lynn, Associate Professor & Director of Elementary Education, University of Illinois at Chicago

Required Readings:

- Duncan, G. A. (2002). Beyond love: A critical race ethnography of the schooling of adolescent Black males. *Equity & Excellence in Education*, 35(2), 131-143.
- Fernandez, L. (2002). Telling stories about school: Using Critical Race and Latino Critical Theories to document Latina/Latino education and resistance. *Qualitative Inquiry*, 8(1), 45-65.
- Loutzenheiser, L. W., & MacIntosh, L. B. (2004). Citizenships, sexualities, and education. *Theory Into Practice*, 43(2), 151-158.
- Solorzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a Critical Race and LatCrit Theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 36(3), 308-342.
- Teranishi, R. T. (2002). Asian Pacific Americans and Critical Race Theory: An examination of school racial climate. *Equity & Excellence in Education*, 35(2), 144-154.
- Yosso, T. J. (2002). Toward a critical race curriculum. *Equity and Excellence*, 35(2), 93-107.

Week 11 – November 3rd: CRT and Students of Color: Examining Higher Education

Required Readings:

- Lewis, A. E., Chesler, M., & Forman, T. A. (2000). The impact of "colorblind" ideologies on

students of color: Intergroup relations at a predominantly White university. *The Journal of Negro Education*, 69(1/2), 74-91.

- Solorzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequalities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294.
- Solorzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit Theory and method: Counter-storytelling Chicana and Chicano graduate school experiences. *International Journal of Qualitative Studies in Education*, 14(4), 371-395.
- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical Race Theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60-73.

Recommended Readings:

- Solorzano, D. G., & Villalpando, O. (1998). Critical Race Theory, marginality, and the experiences of students of color in higher education. In C. A. Torres & T. R. Mitchell (Eds.), *Sociology of Education: Emerging Perspectives* (pp.211-224). New York: SUNY Press.
- Villalpando, O. (2004). Practical considerations of Critical Race Theory and Latino Critical Theory for Latino college students. *New Directions for Student Services*, 105, 41-50.
- Villalpando, O. (2003). Self-segregation or self-preservation? A critical race theory and Latina/o critical theory analysis of a study of Chicana/o college students. *Qualitative Studies in Education*, 16(5), 619-646.

Week 12 – November 10th: Using CRT to Examine Aspects of Teacher Education

- Ladson-Billings, G. (1999). Preparing teachers for diverse student populations: A critical race theory perspective. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of Research in Higher Education: Volume 24* (pp.211-247). Washington: American Educational Research Association.
- Marx, S. (2004). Regarding Whiteness: Exploring and intervening in the effects of White racism in teacher education. *Equity & Excellence in Education*, 37, 31-43.
- Smith-Maddox, R., & Solorzano, D. G. (2002). Using critical race theory, Paulo Freire's problem-posing method, and case study research to confront race and racism in education. *Qualitative Inquiry*, 9(1), 66-84.
- Solorzano, D. G. (1997). Images and words that wound: Critical race theory, racial stereotyping, and teacher education. *Teacher Education Quarterly*, 24(3), 5-19.
- Solorzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a Critical Race Theory in teacher education. *Multicultural Education*, 9(1), 2-8.
- Subedi, B. (2007). Recognizing respondents' ways of being and knowing: Lessons un/learned in researching Asian immigrant and Asian-American teachers. *International Journal of Qualitative Studies in Education*, 20(1), 51-71.

Week 13 – November 17th: CRT and Faculty of Color

Guest Videoconference Lecture:

Dr. Louie Rodriguez, Assistant Professor, Department of Educational Leadership and Policy Studies, Florida International University

<http://www.fiu.edu/~rodrigo/>

Dr. Frank Tuitt, Program Director and Assistant Professor, Higher Education Program, University of Denver

<http://www.du.edu/education/faculty/faculty.html#t>

Required Readings:

- Bernal, D. D., & Villalpando, O. (2002). An apartheid of knowledge in academia: The struggle over the “legitimate” knowledge of faculty of color. *Equity & Excellence in Education*, 35(2), 169-180.
- Johnsrod, L.K., & Sadao, K. C. (2002). The common experience of ‘otherness’: Ethnic and racial minority faculty. In C. S. Turner, A. L. Antonio, M. Garcia, B. V. Laden, A. Nora, & C. Presley (Eds.), *Racial and ethnic diversity in higher education* (2nd ed.) (pp.185-201). Boston, MA: Pearson Custom Publishing. ASHE Reader Series.
- Rodriguez, D. (2006). Un/masking identity: Healing our wounded souls. *Qualitative Inquiry*, 12(6), 1067-1090.
- Solorzano, D. G. (1998). Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars. *International Journal of Qualitative Studies in Education*, 11(1), 121-136.
- Tate, W. F. (1994). From inner city to ivory tower: Does my voice matter in the academy? *Urban Education*, 29(3), 245-269.
- Villalpando, O. & Delgado Bernal, D. (2002). A Critical Race Theory analysis of barriers that impede the success of faculty of color. In W. Smith, P. Altback, & K. Lomotey (Eds.), *The racial crisis in American higher education* (pp. 243-269). NY: SUNY Press.
- Williams, D. G., & Evans-Winters, V. (2005). The burden of teaching teachers: Memoirs of race discourse in teacher education. *The Urban Review*, 37(3), 201-219.

Recommended Readings:

- Delgado, R. (1984). The imperial scholar: Reflections on a review of civil rights literature. In K. Crenshaw, N. Gotanda, G. Peller, & Thomas, K. (Eds.), (2000). *Critical Race Theory: The key writings that formed the movement*. (pp. 46-57). New York: The New York Press.
- Smith, W. A., Yosso, T. J., & Solorzano, D. G. (2006). Challenging racial battle fatigue on historically white campuses: A critical race examination of race related stress. In C. A. Stanley (Ed.), *Faculty of color teaching in predominantly White colleges and universities*. Boston, MA: Anker Publishing, Inc.

Week 14 – November 24th: Critiques of CRT

Required Readings:

Delgado & Stefancic, Chapter 6

- Farber, D., & Sherry, S. (1997). *Beyond all reason: The radical assault on truth in American law* (Introduction & Chapter One). New York: Oxford University Press.
- Kennedy, R. (1989). Racial critiques of legal academia. In R. Delgado & J. Stefancic (Eds.). (2000). *Critical Race Theory: The cutting edge, 2nd ed.* (pp. 554-572). Philadelphia, PA: Temple University Press.
- Rosen, J. (December 9, 1996). The bloods and the crits. *New Republic*, p.27-42.

Recommended Readings:

- Kennedy, R. (1989). Racial critiques of legal academia. *Harvard Law Review*, 102, 1745-1819. (long version)

Week 15 – December 1st: CRT Future Directions

Delgado & Stefancic, Chapter 8

- Holland, S. P. (2005). The last word on racism: New directions for Critical Race Theory. *The South Atlantic Quarterly*, 104(3), 403-423.
- Ladson-Billings, G. (2004). New directions for multicultural education: Complexities, boundaries, and Critical Race Theory. In J. A. Banks, & M. C. A. Banks, (Eds.), *Handbook of research on multicultural education* (2nd Ed.) (pp. 50-65). San Francisco: Jossey Bass.
- Sleeter, C. E., & Bernal, D. D. (2004). Critical pedagogy, Critical Race Theory, and antiracist education: Implications for multicultural education. In J. A. Banks, & M. C. A. Banks (Eds.), *Handbook of research on multicultural education, 2nd edition* (pp. 240-258). San Francisco: Jossey Bass.

FINAL EXAM SESSION: RESEARCH PRESENTATIONS